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ABSTRACT

Initiated in 1964, the Illnois gifted program provided funds for development of local gifted programs by local districts. General purposes and criteria for individual programs were realized with varying success. Gifted programs increased and were extended to less wealthy and smaller districts; techniques and inservice education spilled over into regular programs; school superintendents indicated satisfaction. However, evaluation in the local districts was found to be a major weakness. A survey is reported, providing information concerning demographic factors, growth of the Illinois plan, types and proliferation of local programs (both student and inservice), identification of gifted students, and personnel and administration. (JD)

ED038806

A PRELIMINARY ASSESSMENT

of the

ILLINOIS GIFTED PROGRAM

By

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October, 1968

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Introduction

The Office of the Superintendent of Public Instruction has commissioned the Cooperative Educational Research Laboratory, Inc. to evaluate the Illinois Gifted Plan. Since an impressive amount of money has been invested in the education of Illinois' talented students, the State of Illinois would like to ascertain what results have been achieved.

This preliminary assessment represents one of the first published reports of the evaluation although several planning, training, and development activities have been accomplished.[1]

In this report, information about the first collection of data necessarily describes the extent of programs, kind of programs, etc. or- in evaluation terminology- these data measure "effort" criteria or indicate the effort made to accomplish certain goals. Application of other criteria such as "performance" and "adequacy of performance" must await in-depth studies currently in progress.

In the meantime, "effort" information delineates a cognitive map of the total program and facilitates current planning. These data roughly indicate certain trends.

Most of the information incorporated in this report is derived from a survey conducted in the spring, 1968- four years after the inception of the

[1] See Policies of the Illinois Plan for Program Development for Gifted Children and The Report on the 1968 Evaluation Institute.

Illinois Plan for Gifted Youth. In actuality, a survey was conducted during the planning phase of the evaluation that CERLI has been commissioned to do. The operational phase, during which most of the data on demonstration centers and state-supported local programs will be collected and analyzed, extends from fall, 1968 to spring, 1970. For a detailed description of the evaluation project, see E. House, "Rationale for Evaluation of the Illinois Gifted Program," Illinois Journal of Education, October, 1968.

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I. PURPOSE and IMPLEMENTATION

In 1964, guided by the findings of a Special Study Commission, the State of Illinois initiated a large-scale, state supported program for gifted students. In planning and funding this program, the developers tried to provide for local initiative and incentive even though, to some degree, local districts were subject to prespecified directions. Although the state would influence local programs, each district ultimately would decide what direction its program would take.

The rationale for the Illinois Plan included these basic principles:

1. Gifted children exist within all levels of society, within all racial and ethnic groups, and they come from every kind of home. There should be diversity in programs.

2. A state plan must take into account the ways in which innovations occur in schools.

3. State action should not discourage local initiative.

4. State action, while necessary, must be flexible and must not establish rigid formulas and detailed prescriptions.

To implement these principles,[1] several actions were taken.

Each district was allowed to define its own gifted population. To influence the local program's direction, experimental training, and demonstration programs were established. With only minimal state-imposed restrictions, each district was allowed to develop its own program.

To administer the program and provide expert help to local districts a large state staff was established primarily to stimulate local districts to develop gifted programs and thus improve educational services for the gifted.

To achieve these aims, diversity of programs, programs to prevent talent loss, and in-service training for teachers and administrators were emphasized. Funding was to be used for the development of new programs rather than the support of existing programs.

[1] The Illinois Plan for Program Development

At the demonstration centers, model programs stressed such concepts and techniques as acceleration of pupils, individualized instruction, curriculum improvement through higher-level thought processes, creativity, divergent thinking, special attention to underprivileged groups as well as emotional and social adjustment. Funds for these programs could be used for various purposes including improvement of identification, teacher preparation program planning, and program operation. An active and involved state staff administered the program.

II. EFFECTIVENESS of STATE POLICIES

As the introduction to this preliminary assessment of the Illinois Gifted Plan states, this report focuses on the "reimbursement" section (which provides funds for local districts to develop local gifted programs) and documents the impact of the Illinois plan on local programs.

This document does not deal with attempts to assess the demonstration, training or experimental sections of the Plan or to evaluate local programs in depth, e.g., the effect on students. Such data now is being collected and will be incorporated in the final report.

In this preliminary document, we attempt to use broad statewide indicators in assessing the success and effects of certain state policies. After we have completed a more penetrating analysis, many of these initial conclusions will have to be refined or possibly changed.

We compiled the state policies cited in this report as part of this evaluation study.[1] In this procedure, we "scrutinized" all available documents of the Department of Program Development for Gifted Youth, OSPI, in order to identify state policy or "formal statements expressing state intentions for local behavior".

[1] Colton, David L. Policies of the Illinois Plan for Program Development for Gifted Children. Center for Educational Field Studies, Washington University, St. Louis, Missouri.

POLICY	SUMMARY OF EVIDENCE	JUDGMENT
General Purposes		
1. "The purpose of the reimbursement portion of the Illinois Plan is to encourage and assist the public schools of Illinois in the development and improvement of educational services for gifted children. The program of reimbursement is intended to support significant educational improvements based upon proven practices related to programs for gifted children."	There has been an enormous increase in the number and extent of local gifted programs. Many new programs have been initiated and most students are now in districts with such programs. The number of teachers, special personnel, and students in classes has also increased. Many districts are using special materials and methodologies. Superintendents seem satisfied with the Illinois plan.	Highly Successful
2. "In addition to the identification and maximum development of gifted and talented children, the Illinois Plan also stresses the saving of talent by identification and development of those pupils who despite having high ability have not acquired the necessary knowledge and skills to fully utilize this ability."	Gifted students in non-wealthy districts have been major beneficiaries. There are also some programs for the creatively gifted and gifted underachievers. However, such programs are not widespread, and the prevention of talent loss has not been strong, especially among the economically disadvantaged.	Weak
3. "Reimbursement is not for the maintenance of existing programs. However, reimbursement for current programs can be continued so long as there is evidence of a developmental approach with continued improvement as a goal."	A great majority of districts have in-service programs, many inclined toward experimentation. Many are also utilizing new programs. However, many are also supporting previously existing programs and show little evidence of improvement. There is little evaluation of any programs.	Moderately Successful

POLICY	SUMMARY OF EVIDENCE	JUDGMENT
General Purposes		
4. Unanticipated consequence: Effect on regular school programs.	There is considerable "spill-over" of techniques originated in gifted classes into regular classes. Many regular teachers are also being trained in the in-service programs.	Highly Successful
Criteria for Individual Programs		
5. "The program reflects an instructional approach designed for children of high ability."	The use of appropriate multi-criteria is quite widespread.	Highly Successful
6. "The activity must be distinct and different to the extent that it can be described. "Distinct and different" refers to the program for gifted students as compared to the common educational program of the school. The program should be adequate in terms of the degree to which talent, knowledge, and resources have been mobilized to provide a plan of sufficient depth to assure new or significantly different educational experiences for the specified experiences for the specified student group."	Special materials, new curricula and methodology are widely used. However, these techniques are often able to be applied to regular classes, which calls into question their "distinct and different" nature.	Moderately Successful
7. "Pupils must be involved in at least 150 minutes of special activity each week during the regular school day. Programs for students outside the regular school day, such as after school hours on Saturdays or during the summer, will not be supported."	No data	

POLICY	SUMMARY OF EVIDENCE	JUDGMENT
Criteria for Individual Programs		
8. "The program should provide definite curriculum adaptions of teaching methods."	Many new curricula are used. They are also important as the content of in-service training.	Successful
9. "The program should reflect that teaching procedures and instructional methods are the most influential aspects of programs for gifted children."	Many districts utilize new procedures and methods and focus on these in-service. Many also emphasize administrative arrangements.	Mixed
10. "The program should provide for specific identification procedures and adequate psychological services to support them. Identification procedures must be designed to assure proper identification of gifted and talented students. The program should provide guidance and counseling services to adequately assist children with self-assessment and the creation of aspirations commensurate with their abilities."	Identification procedures are specific and appropriate. The ratio of part-time special personnel to each program is 3.3 to 1.	Highly Successful
11. "The program should reflect efforts in the field of mental health as an integral part of the district's program for gifted children."	"Self-assessment" in service training programs emphasizes group dynamics and interpersonal relations.	Moderately Successful
12. "The program should include adequate staff competencies."	Training is provided for teachers, but selection procedures are weak.	Mixed
13. "The program should have a qualified administrator, supervisor, or director as the supervisor or coordinator of the total gifted reimbursement project."	Full-time directors (11%) seem to be a successful minority, but line administrators as directors are somewhat weak.	Mixed

POLICY	SUMMARY OF EVIDENCE	JUDGMENT
Criteria for Individual Programs		
14. "The program must be sufficiently planned so that expenditures and anticipated results can be justified."	No data	
15. "The program should include evaluation procedures as an integral part of all its phases. The program is to be evaluated in relationship to the adequacy of the district's facilities and resources."	Only 15% of the districts have anything resembling an evaluation.	Weak
16. "The program should provide for adequate facilities and resources to conduct the program successfully."	Personnel and knowledge, rather than physical facilities, are major limitations for future program development.	Successful
17. "The ratio of 1:125 for staff and pupils certainly cannot be required for schools under 2000 enrollment but is regarded as a standard for schools enrollment 5000 or more."	The ratio of students to teachers for all schools is 20 to 1.	Highly Successful

III. SIGNIFICANT EFFECTS of the ILLINOIS PLAN

The fact that 55% of the districts had no gifted program before receiving funds from the state and 31% had only a partially developed program reflects the significant impact of the Illinois Plan on the establishment of a great many local gifted programs. (See Section V, figures 3, 4, 5, 6.)

Previously existing programs, predominately for high schools, were located in the larger and wealthier school districts. In high schools, programs were offered in language arts, science, mathematics; in junior high schools, a foreign language; in elementary schools, social studies. In these schools, administrative arrangements keyed the program- especially grouping, acceleration of content, and advanced placement.

Since receiving money from the state plan, districts which previously offered gifted programs have expanded their operation: at all levels, more students have been included; more teachers involved and a high percentage of identified gifted students enrolled. Special training for teachers also has been accelerated.

From this information, one can assume that new programs were installed at the elementary and junior high school levels and that methodology was more stressed than in previous programs. Whatever the quality of local gifted programs, the substantial increase in numbers and coverage signifies marked improvement in services to gifted children.

Wealth of district

Before the Illinois Plan, wealthier districts tended to have the gifted programs; since the plan's inception, this trend no longer prevails. The Illinois Plan has generated a more equitable distribution of gifted programs. A commonly held objection to large-scale gifted plans has been that the wealthier districts have the most gifted students and consequently receive the most money. Quite the opposite now seems to be the trend- probably because funding is based on total school population and this State money has enabled less wealthy districts to start gifted programs. Except for this trend, the wealth of the school district has little impact on the nature of the local program.

Size of district

Even before the Illinois Plan, the larger districts were more apt to have a gifted program. This trend continues for the Illinois Plan has stimulated the development of more gifted programs in larger than in smaller districts.

These larger districts are much more likely to be demonstration and experimental centers. Their programs tend to emphasize administrative arrangements. They receive money from more varied sources and more often spend it on personnel, such as new staff and consultants. They are much more likely to have special support personnel and a full-time director of the gifted, as well as a valid evaluation design. Apparently, the larger sum of money available to larger districts makes establishment of a program more attractive. All in all, more emphasis in the Illinois Plan has been placed on the larger districts.

Spillover

The way a local gifted program affects other classes in the school represents a significant dimension of the program's overall impact. For example, Figure 1 shows that techniques originating in the gifted classes may be tried in the regular school program.

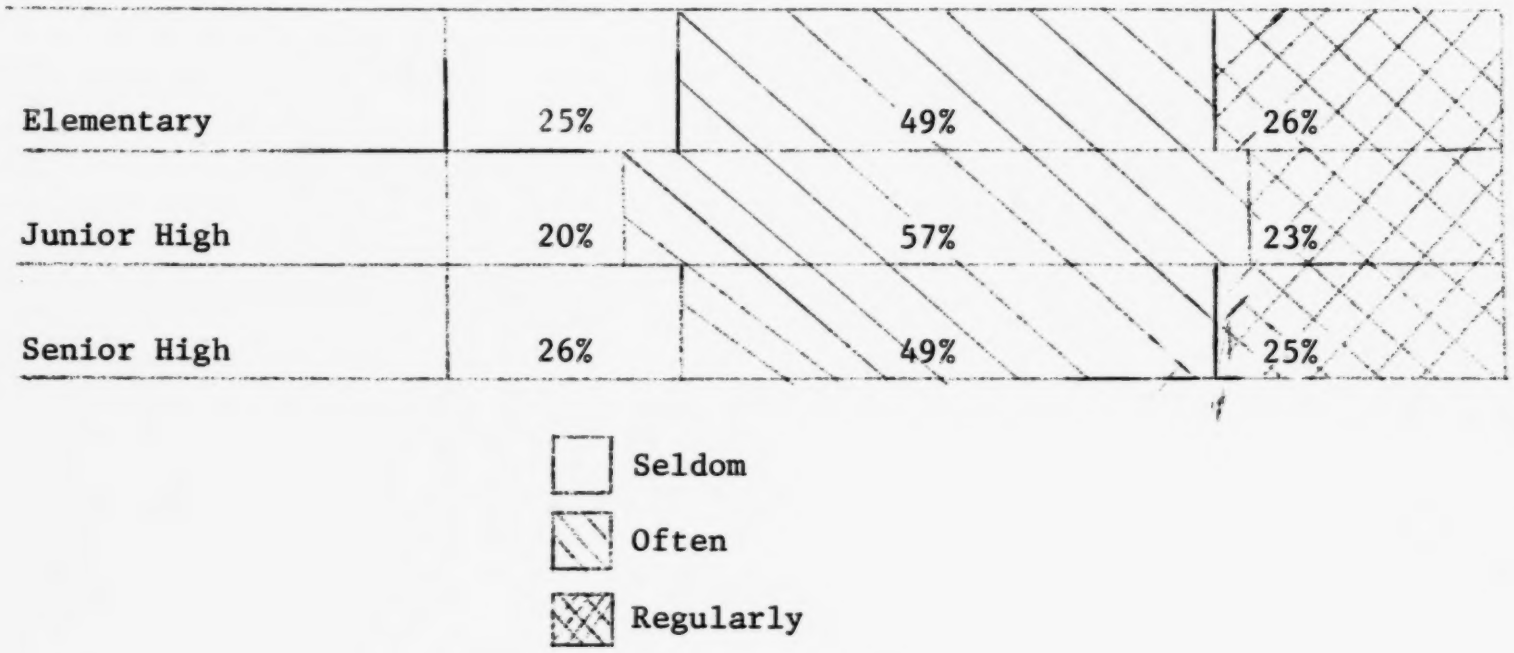


Figure 1. Frequency with which techniques originated in Gifted Program are used in other classes.

75% of the districts report that techniques originating in gifted classes substantially influence and benefit the regular school program.

"Spillover" also can be measured by the in-service programs for teachers. Since only 50% of the teachers being trained in these programs currently teach gifted classes, the others must be teaching some regular classes.

Satisfaction of school superintendents

Apparently, the majority of superintendents who are participating in the Illinois Plan seem satisfied with it as Figure 2 shows.

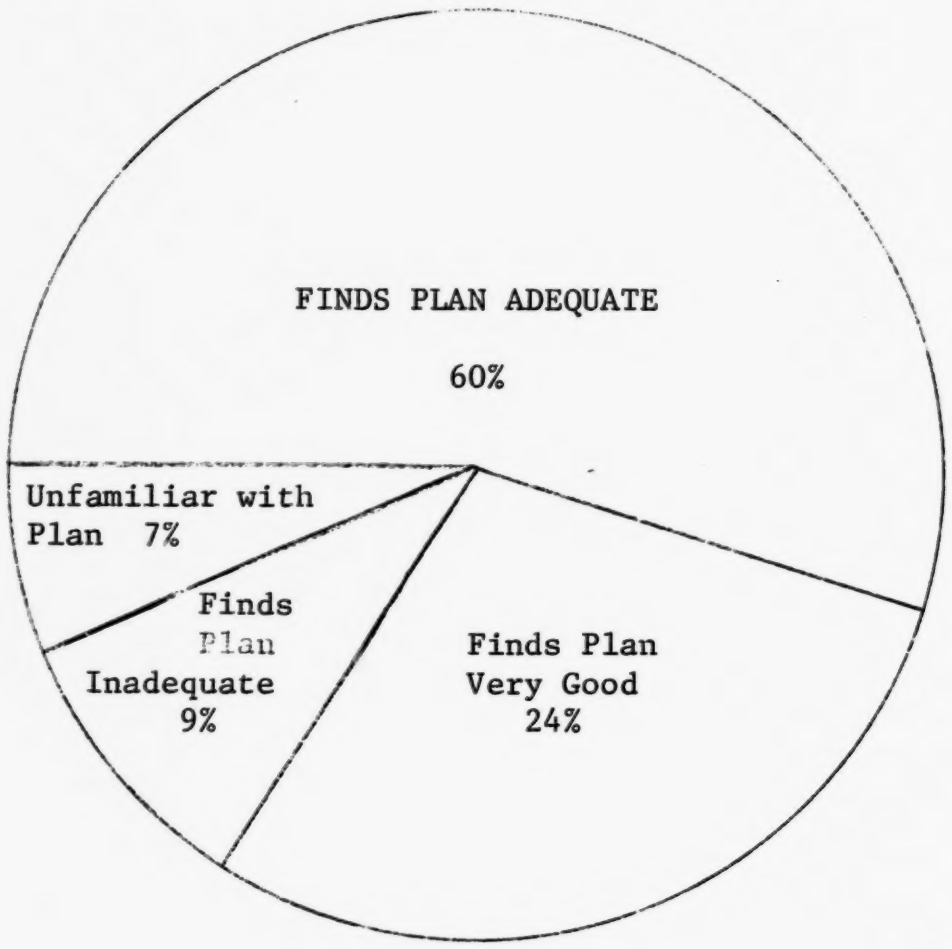


Figure 2. Satisfaction of District Superintendent with current Illinois Plan for the Gifted.

Districts in which high superintendent satisfaction exists seem to have the following characteristics:

1. They often have high school programs
2. Part-time grouping in the programs
3. Techniques of individualized instruction and independent study are used in the programs
4. Such districts see no impediments to their program
5. Someone other than a principal or superintendent directs the program
6. Such districts more often use "gifted techniques" in regular classes

IV. DESIGN of the "Survey of Provisions for Gifted in Illinois"

The "Survey of Provisions for Gifted in Illinois" was designed to collect information about local programs: demographic data, general types of program, test and identification procedures, administration and personnel, and evaluation. After several revisions, the questionnaire (incorporating 44 items on eight pages) was field tested in ten districts. After further revision, the instrument then was tested in 15 more districts.

In order to find out what programs existed outside the Illinois Plan, the survey included not only the 470 participating districts but all 1315 districts in Illinois. (Although active within the state plan, Chicago Schools were not surveyed because this system represents a special case.) If the participating district had a designated program director, the form was addressed to him. If the district had no designated director, the superintendent was instructed to ask the administrator most familiar with the program to complete the form. If the district had no gifted program, the superintendent completed only the first page of the form.

Three weeks after the survey forms were mailed, a postcard was sent only to the Illinois Plan districts. Two weeks later, those districts (180) which had not yet returned the forms were called by telephone. No further attempts to contact the non-plan districts were made.

Among the 470 Illinois Plan districts, 366 (78%) returned the survey forms containing data to be analyzed and evaluated. (This response was considered highly satisfactory.) Among the 845 non-participating districts, 493 (58%)

submitted the form. (This return- particularly since no follow-up postcard or telephone contact had been made- also seemed quite satisfactory.)

Among the non-participating districts who responded, only 4% reported having gifted programs. In this context, however, it should be noted that the 880 non-participating districts enroll only 20% of Illinois' student population. It also is important to note that even though participating districts represent a minority among the 1315 Illinois' districts, these participating districts (which include Chicago and other larger districts) enroll approximately 80% of the state's student population.

Previous findings indicate that late respondents and non-respondents exhibit similar characteristics. In this survey, the smaller districts- especially elementary districts reporting individualized instruction programs- were late and possibly reluctant about reporting less well defined programs. More promptly responding were high school districts with acceleration of content, inductive teaching, science programs and group intelligence identification measures. Thus, the findings of this study may prove to be slightly more positive than findings based on reports from all districts.

Although this data is reliable for current planning and though the usual precautions were taken in its collection's analysis, it must be regarded as skeptically as any self-report and questionnaire data warrant. Many respondents, because they had been assured that the datum was confidential, submitted realistic and somewhat suprisingly candid answers. Nevertheless, one should cautiously judge the reliability and interpretation of this response. In our own interpretation, we regard the data as rough indicators of certain phenomena.

V. GROWTH of the ILLINOIS PLAN

Since the inception of the Illinois Plan in 1963, the number of participating districts and the percentage of Illinois' students attending schools in these districts have sharply increased. Figure 3 and Figure 4 illustrate this growth.

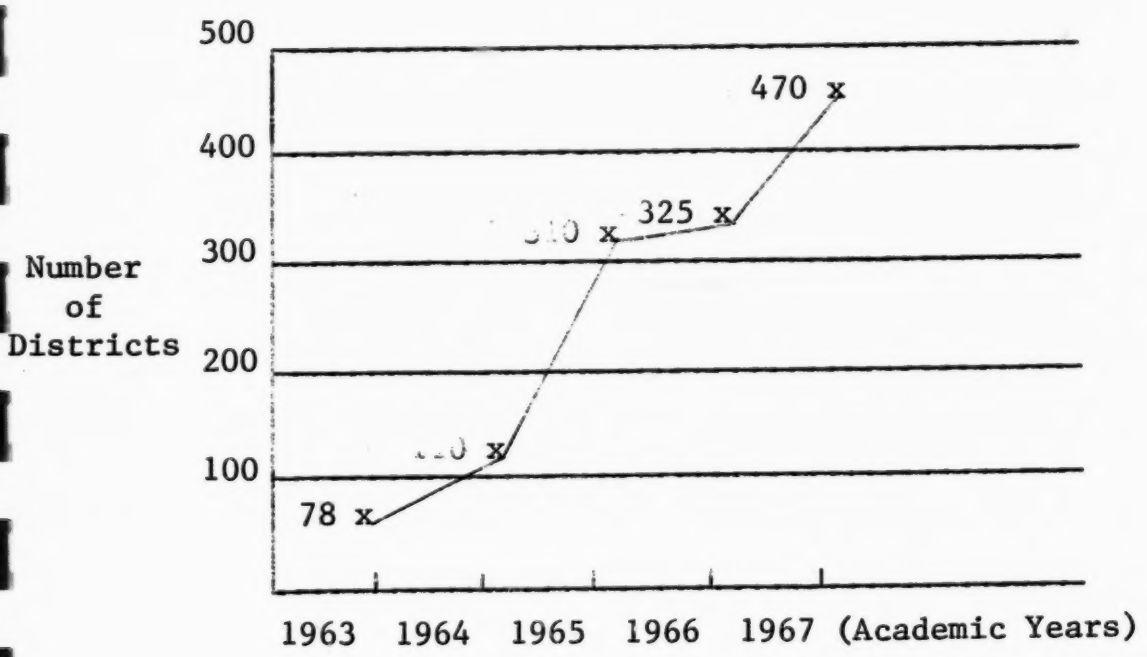


Figure 3. Increase in Number of Districts Participating in The Illinois Plan

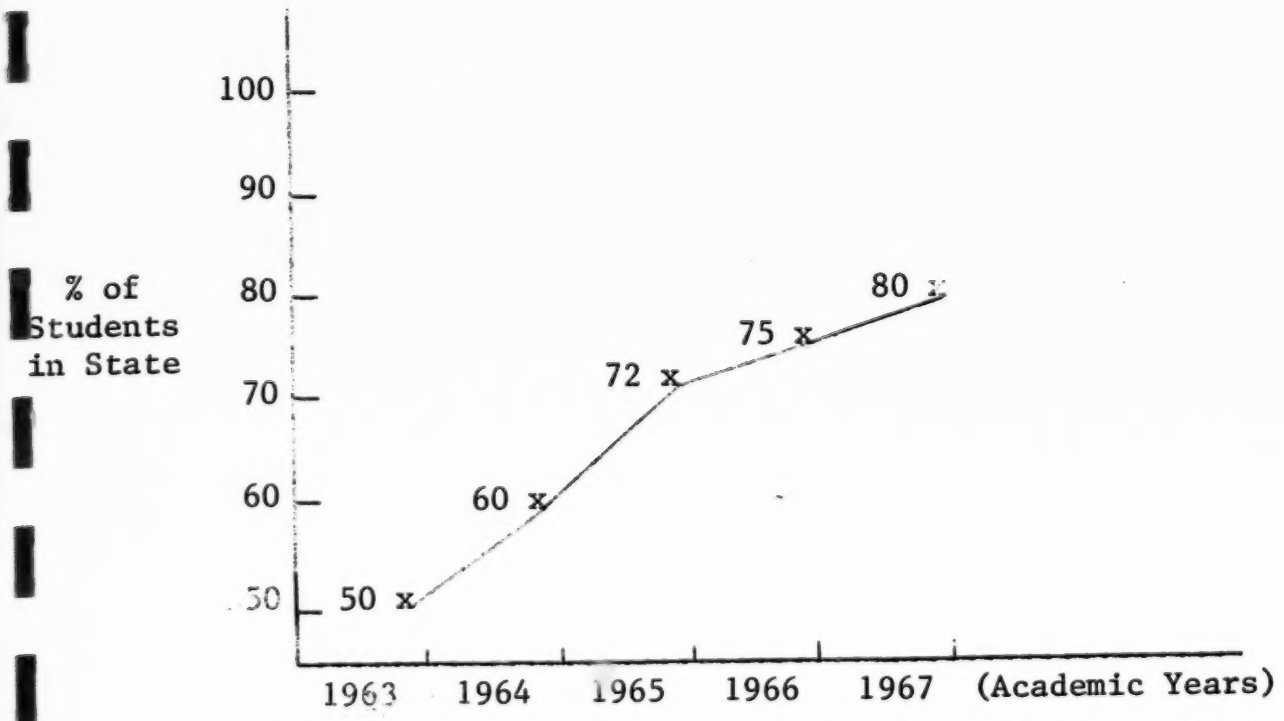


Figure 4. Increase in percent of total school population included in Districts

However, this evidence of growth does not necessarily indicate that all districts now have an operational program or that every student participates in such a program. Among the 366 Illinois Plan districts reporting, 78% reported having an operational plan in effect. The fact that only 4% of the non-participating districts reported having an operational plan in effect does imply that the Illinois Plan has generated positive action and results.

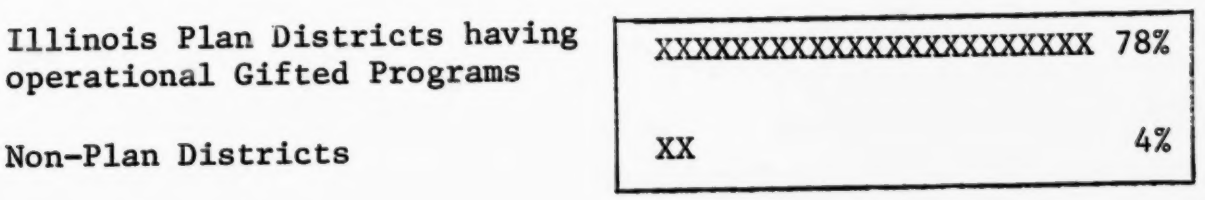


Figure 5. Comparison of Plan vs. Non-Plan Districts

Furthermore, as Figure 6 shows, the great majority of the participating districts had either a partial or no program before receiving funds from the state.

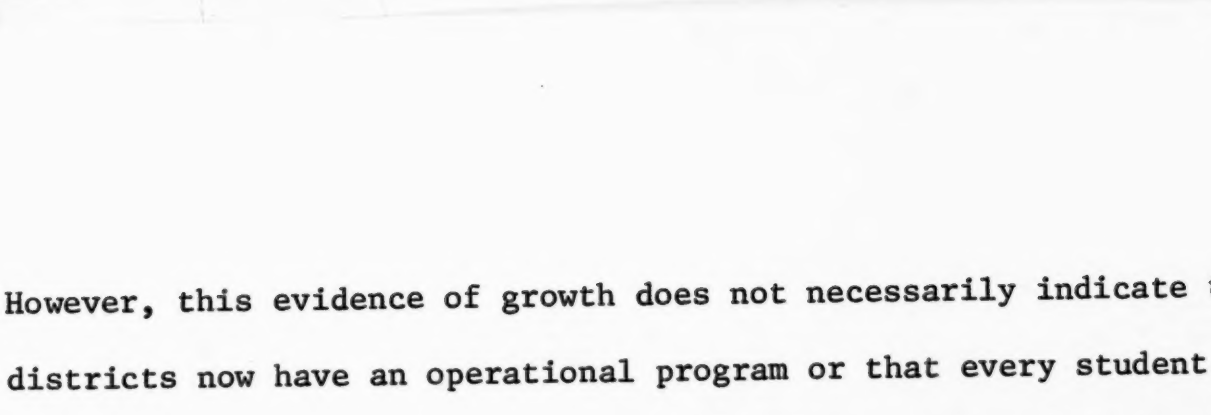


Figure 6. Status of Gifted Programs before Illinois Plan

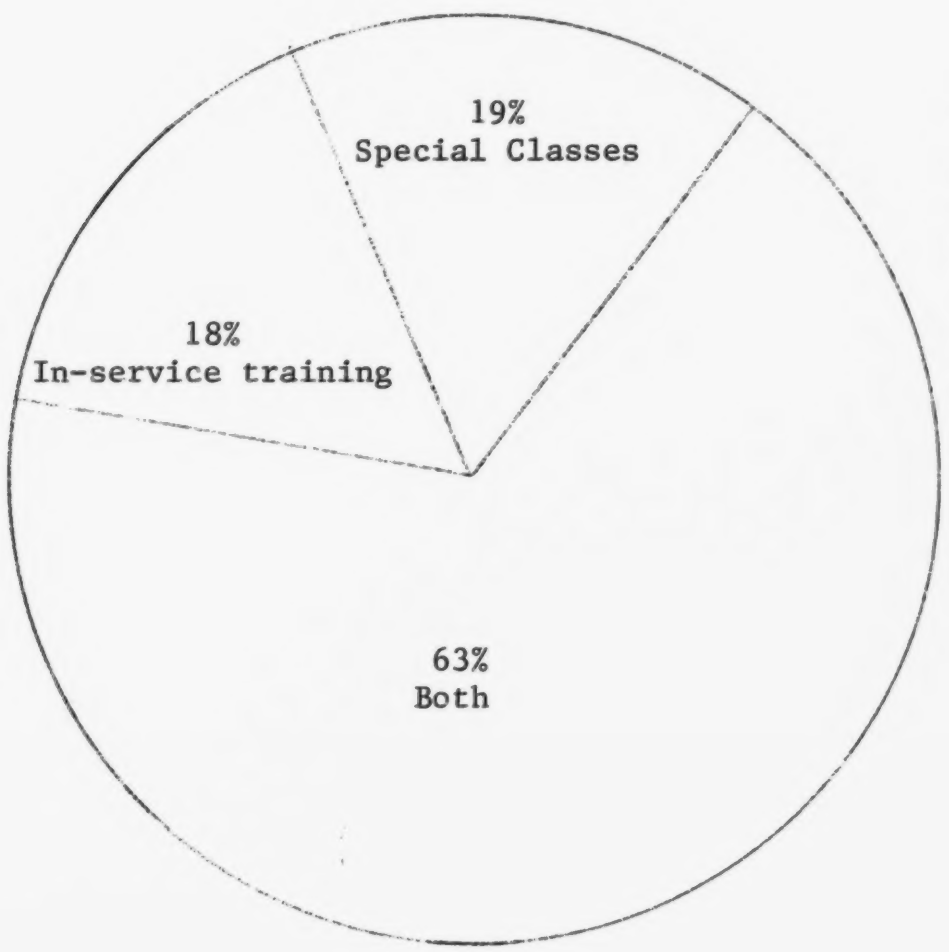
From the evidence presented in this section of the "Preliminary Analysis", it would seem logical to conclude that the Illinois Plan has fostered the inception and extension of a significant number of local gifted programs.

VI. TYPES and PROLIFERATION of LOCAL PROGRAMS

The current Illinois Plan embraces 43% of the state's unit districts, 21% of the elementary districts, and 22% of the high school districts. The fact that more of the unit districts are involved may be partially explained by their being larger (size being related to the existence of a program) and that the unit districts contain both elementary and high schools and thus have a greater chance of having a program.

There are two major types of gifted programs: special classes, methods and materials for gifted students; and in-service training for teachers and administrators. Figure 7 projects the distribution of these types of programs.

N = 297*



*As mailed questionnaires result in varying response to questions (answered in the context of their applicability to the district), the size of the sample will be indicated where appropriate.

Figure 7. Types of Local Gifted Programs

Most districts operate both types of programs. The fact that the Illinois Plan stresses in-service training accounts for the high number of schools (81%) that conduct in-service training programs.

Student Programs

921,284 students attend the Illinois Plan districts (excluding Chicago) reported in this survey: 54,072 or 5.8% of these students currently are enrolled in gifted programs operated in 883 individual schools. Figure 8 presents the percentage of schools and students involved in the various levels of gifted programs.

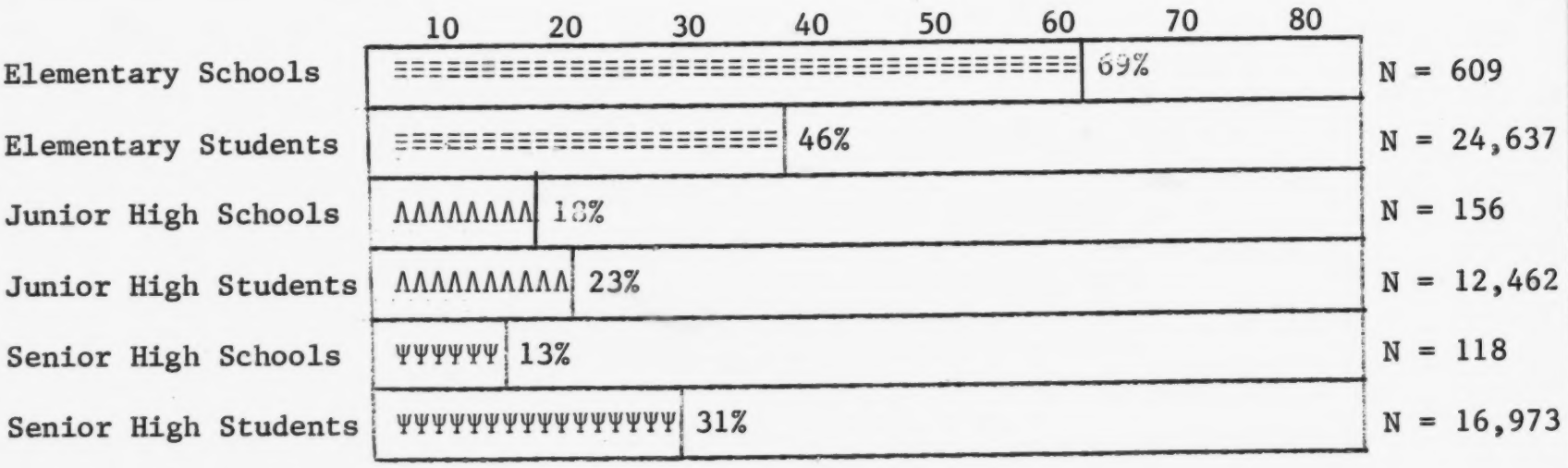


Figure 8. Elementary, junior high, and senior high schools and students as percent of total number of schools and students having Gifted Programs

In elementary schools, the average number of students in gifted programs per school is 40.45; in junior high schools, 57.43; in senior high schools, 119.22.

Among elementary and secondary schools, students are about equally divided. The fact the higher the level the more students per school are involved reflects the fact that gifted programs in high schools often are extensions of existing programs.

In the curriculum content for gifted programs, most changes occur in the major disciplines: Language Arts, science, mathematics, social studies. Approximately 20% of these districts have programs in two areas; 20% in three areas; 20% in four areas. Approximately 61% of these districts have identified special materials that they are using in their programs.

Figure 9 shows the comparative popularity of subject areas at all levels. Language Arts enjoys the most popularity; science, mathematics and social studies seem to be somewhat equally represented. This comparatively similar distribution also applies to each grade level except for the popularity of science at the high school level and unpopularity of foreign language at the elementary level.

% of districts having a program in:	10 20 30 40 50 60 70 80 90
Language Arts	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 74% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 65% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 72%
Science	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 45% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 46% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 60%
Mathematics	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 46% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 53% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 52%
Social Studies	≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 40% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 39% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 47%
Foreign Language	≡≡≡≡ 11% ΛΛΛΛΛΛΛΛ 20% ΨΨΨΨΨΨΨΨΨΨ 26%
Other	≡≡≡≡≡≡≡≡ 21% ΛΛΛΛΛ 15% ΨΨΨΨΨΨ 16%

ELEMENTARY N=151
JUNIOR HIGH N=142
SENIOR HIGH N=111

≡ ELEMENTARY
Λ JUNIOR HIGH
Ψ SENIOR HIGH

Figure 9. Popularity of Special Provisions for the Gifted Among Subject Areas

Figure 10 shows the comparative popularity and use of various techniques for administering gifted programs. As one might predict, grouping by special classes and acceleration of subject content represent the most popular arrangements.

% of districts having:	10 20 30 40 50 60 70 80 90
a. No Special Arrangement	≡≡≡ 14% ΛΛ 8% ΨΨ 8%
b. Special Classes	≡≡≡

Figure 11 illustrates the popularity of various methodologies used in the Illinois Plan districts. (In noting this distribution, however, one must allow for some "semantic" difficulty that respondents may have had in identifying and understanding the precise meaning of the items.)

% of districts having:	10 20 30 40 50 60 70 80 90
None	≡≡≡ 7% ΛΛΛΛΛ11% ΨΨ 6%
Inductive Teaching	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 45% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 51% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 48%
Individual Instruction	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 68% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 56% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 48%
Inquiry	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 39% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 41% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 35%
Independent Study	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 54% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 55% ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ 73%
Other	≡≡≡≡≡ 10% ΛΛΛ 7% ΨΨΨΨΨΨ 12%
No Response	≡≡≡≡≡≡≡≡ 16% ΛΛΛΛ 9% Ψ 4%

≡ ELEMENTARY N=164
Λ JUNIOR HIGH N=147
Ψ SENIOR HIGH N=113

Figure 11. Popularity of Methodologies

Apparently, individualized instruction is relatively more popular at the lower levels; at the high school level, independent study is most popular.

Demonstration centers may somewhat influence the popularity of inductive teaching at all levels. It also can be noted that several methodologies might be used in a single district: the fact that a single district may be operating four or more programs at various levels and in various subject areas accounts for such multiplicity.

In-Service Programs

Considerable resources in the Illinois Plan are expended for in-service training. Most of these programs involve administrators and teachers although a few training programs for parents are conducted. Most programs are of modest size. About one half of the programs meet for weekly sessions; about one fourth of the programs meet for monthly sessions. Figure 12 shows the percent of districts having programs for the various categories of participants.

% of districts having programs for:	0 10 20 30 40 50 60 70 80 90	
1. Administrators	xxxxxxxxxxxxxxxxxxx	50%
2. Teachers	xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	99%
3. Parents	xx	4%
4. Other	x	3%

N = 267

Figure 12. Percent of districts that have participants from Various Groups

Among the districts that reported, approximately 5959 personnel participate in in-service training programs. Since only 2633 teachers actually are teaching gifted classes, many teachers who function in regular programs apparently are involved in these in-service training programs.

The above estimate allows for a significant number of personnel other than teachers among participants not actually teaching gifted classes. Moreover, no district other than Chicago (not included in our Survey) would have so

many teachers of the gifted and thus the assumption about the in-service training of other categories of personnel seems valid.

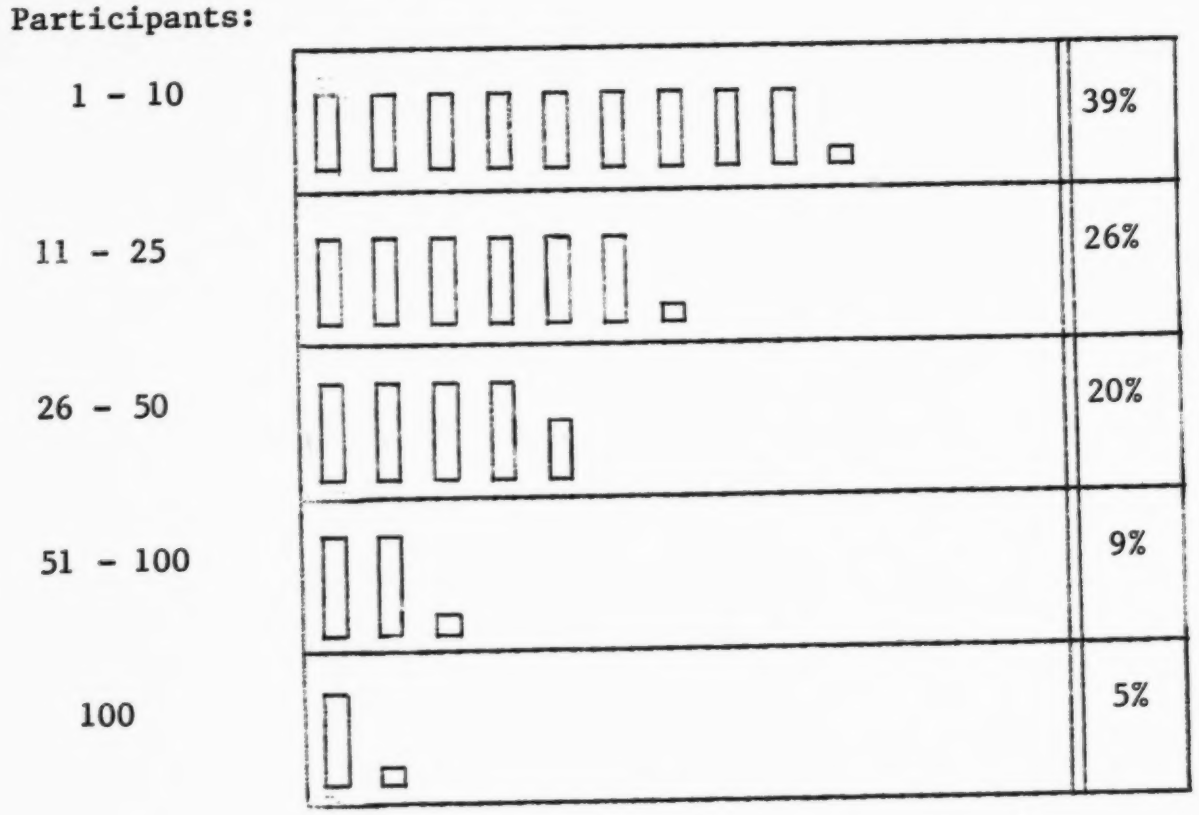
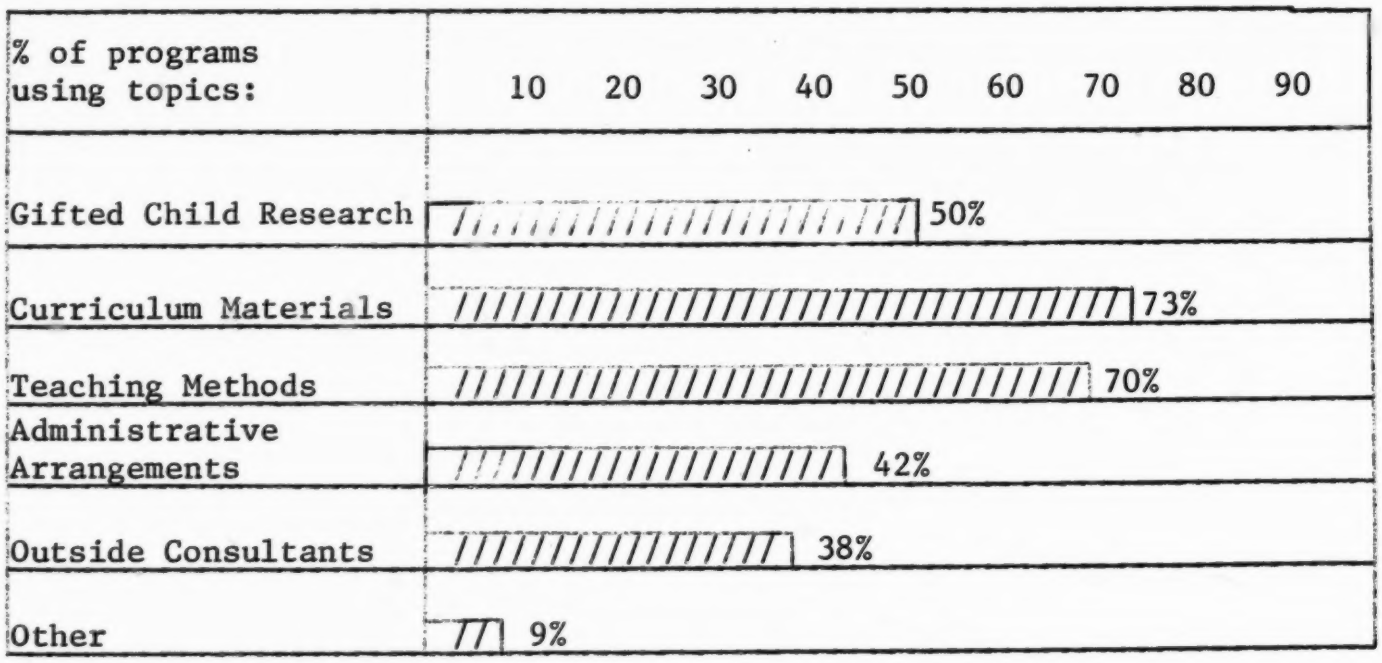


Figure 13. Size of In-Service Programs

This enrollment in in-service programs illustrates the gifted programs' positive "spillover" impact on regular programs: many teachers who are being trained may be using their new techniques in average classes. On the other hand, this influence might be considered negative if one were to question why the training can be so readily applied to teaching average classes.

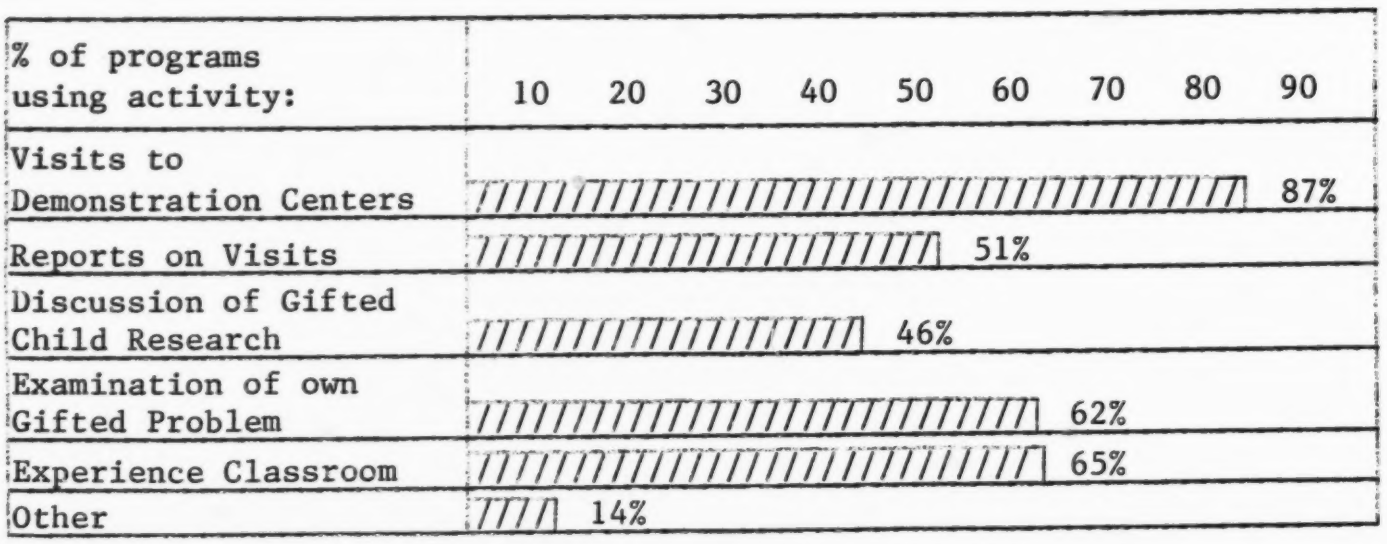
Figure 14 illustrates the comparative popularity of various topics for in-service programs. Apparently, curriculum materials and teaching methods (presumably applicable to regular as well as gifted classes) receive major emphasis.



N = 263

Figure 14. Content of In-Service Training

By far, the most popular activities in the in-service programs are visits to demonstration centers followed by experimentation with new materials and methods and examination of the participants' own gifted programs.



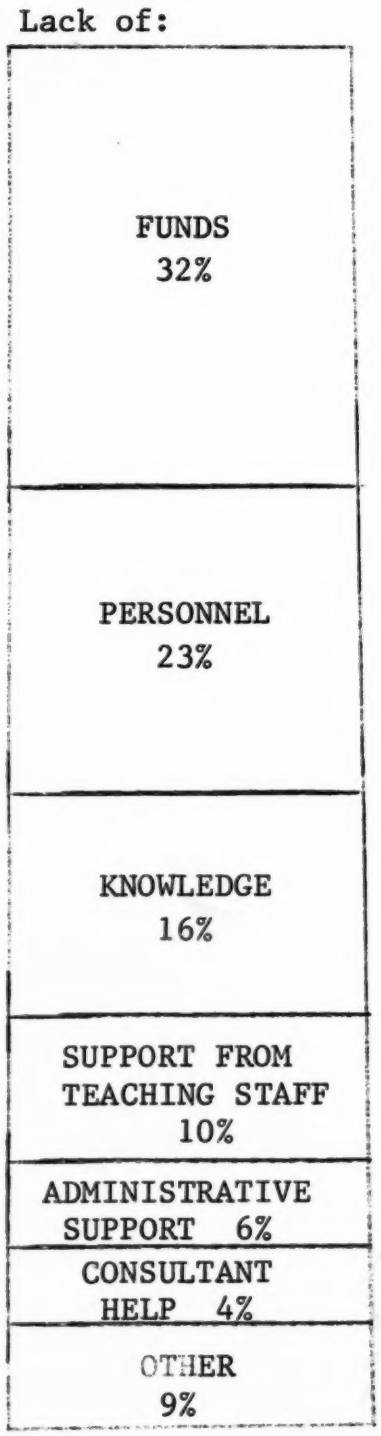
N = 274

Figure 15. In-Service Activities

The Illinois in-service programs constitute a very important and highly elaborated segment of the Illinois Plan. The number of personnel in training and the diversity of programs are impressive.

Among those districts reporting, 34% said their program development was not at all impeded.

Figure 16 shows the factors impeding programs in the districts reporting blockage.



N = 282

Figure 16. Factors Blocking Further Development of Program in 2/3 of Districts

Lack of funds and personnel are easily predictable as major and universal impediments to program development. However, more money would not solve all the important problems. There is considerable need for a more adequate knowledge base. Lack of administrative support is rated substantially less a problem than other information would indicate. This may be due to the fact that many of the respondents are themselves administrators. That a lack of consultant help is not a primary problem may be due to the size and effects of the state staff and demonstration directors. Much consultant help is already available.

VII. IDENTIFICATION of GIFTED STUDENTS

Among the measures used to identify gifted students at all levels, group intelligence tests, achievement tests and teacher observation predominate. The lower level schools seem to rely slightly more on formal cutting points while the high schools rely somewhat more on pupil volunteers and rank order methods. The significant minority using creativity tests as a selection measure reflects the emphasis of the Illinois Plan. Figure 17 illustrates the districts' use of measures for identifying gifted students.

% of districts using method:	10 20 30 40 50 60 70 80 90	
a. Group Intelligence Tests	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡	89%
	ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ	90%
	ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ	82%
b. Group Achievement Tests	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡	92%
	ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ	92%
	ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ	78%
c. Individual Intelligence Tests	≡≡≡≡≡≡≡≡≡	26%
	ΛΛΛΛΛΛΛ	25%
	ΨΨΨΨΨ	17%
d. Teacher Observation	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡	95%
	ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ	93%
	ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ	91%
e. Pupil Volunteers	≡≡≡≡	10%
	ΛΛΛΛΛ	12%
	ΨΨΨΨΨΨΨΨ	20%
f. Previous School Grades	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡	68%
	ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ	53%
	ΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨΨ	48%
g. Creativity Tests	≡≡≡≡≡≡≡≡	20%
	ΛΛΛΛΛ	13%
	ΨΨΨ	9%
h. Rank Order	≡≡≡≡≡≡≡	19%
	ΛΛΛΛΛΛΛΛΛ	23%
	ΨΨΨΨΨΨΨΨΨΨΨΨ	31%
i. Other	≡≡	4%
	Λ	3%
	0	0

≡ ELEMENTARY
Λ JUNIOR HIGH
Ψ SENIOR HIGH

Figure 17. Methods used in Identifying Pupils as Gifted

Perhaps the number of measures used to identify gifted students is just as important as the actual measures. Figure 18 shows the percent of districts using multicriteria. Obviously, the Illinois Plan has successfully promoted the use of multicriteria selection procedures for very few schools use only one or two measures. However, how many criteria can be successfully applied does pose an important question.

Number of measures used:	1	2	3	4	5	6	7	
Elementary	3%	5%	30%	29%	21%	11%	0	N = 177
Junior High	2%	4%	28%	32%	25%	9%	0	N = 158
Senior High	3%	9%	22%	31%	19%	13%	3%	N = 111

Figure 18. Percent of Districts using Multicriteria in Student Selection

Comparing the number of students identified as gifted with the number of students actually enrolled in special programs represents another way of looking at identification and school program. For example, Figure 19, shows that 51% of the elementary districts make special provision for 0 - 25% of their identified gifted students. (See page 28.)

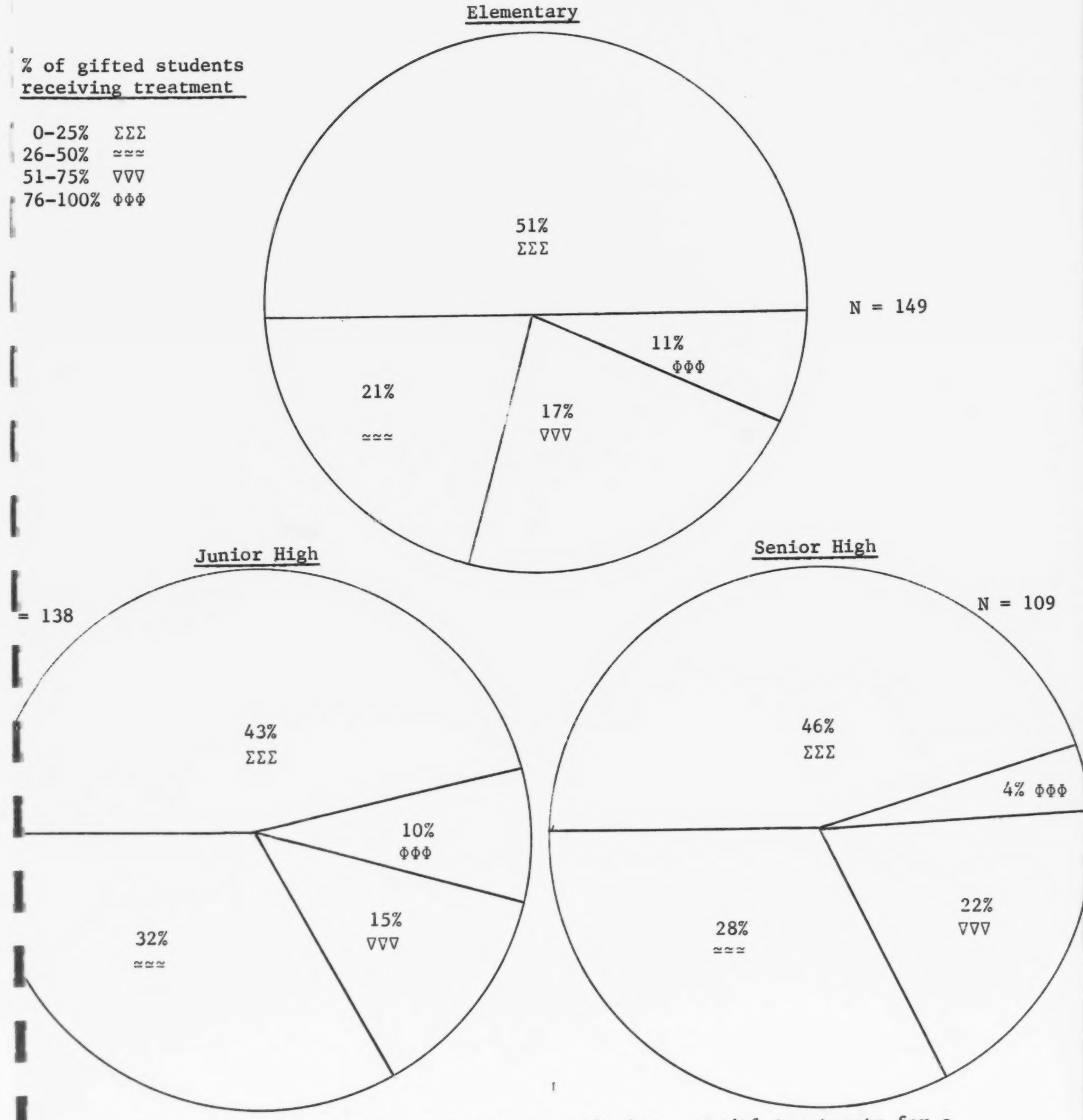


Figure 19. Percent of school districts who have special treatments for a certain percentage of their identified gifted students

As Figure 19 shows, apparently about one half of the districts have less than 25% of their identified gifted students actually enrolled in gifted programs; about one quarter of the districts have all identified students in a gifted program. Obviously, identification procedures have outpaced the capacity for providing programs for those identified. In the existing programs, only a small portion of the eligible students is involved- a trend that exists at all grade levels.

Another tenable explanation of this trend might be that districts do not feel that special programs are appropriate for all gifted students. Districts also might feel that many of their students identified as gifted are being provided for in the regular curriculum. In many cases where gifted students are performing at a high level, no special program is deemed necessary to fully develop their potential.

In the Illinois Plan, identification of new sources of talent and prevention of the loss of such talent have been strongly stressed. It is a generally accepted fact that in the lower socio-economic segment of society considerable erosion of talent does occur. In talent retrieval among lower socio-economic students, the Illinois Plan, as Figure 20 shows, apparently has not been particularly successful. (See page 30.)

For example, though there are no lower socio-economic students in only 2% of the districts, fully 24% of the districts have none in their gifted program. Conversely- although there are some lower socio-economic children in gifted programs, the number of such children falls far short of their proportionate numbers in the districts. Although a few individual districts

have significant talent loss programs, such programs are not widespread in the state. In identifying these students, formidable difficulties have been encountered.

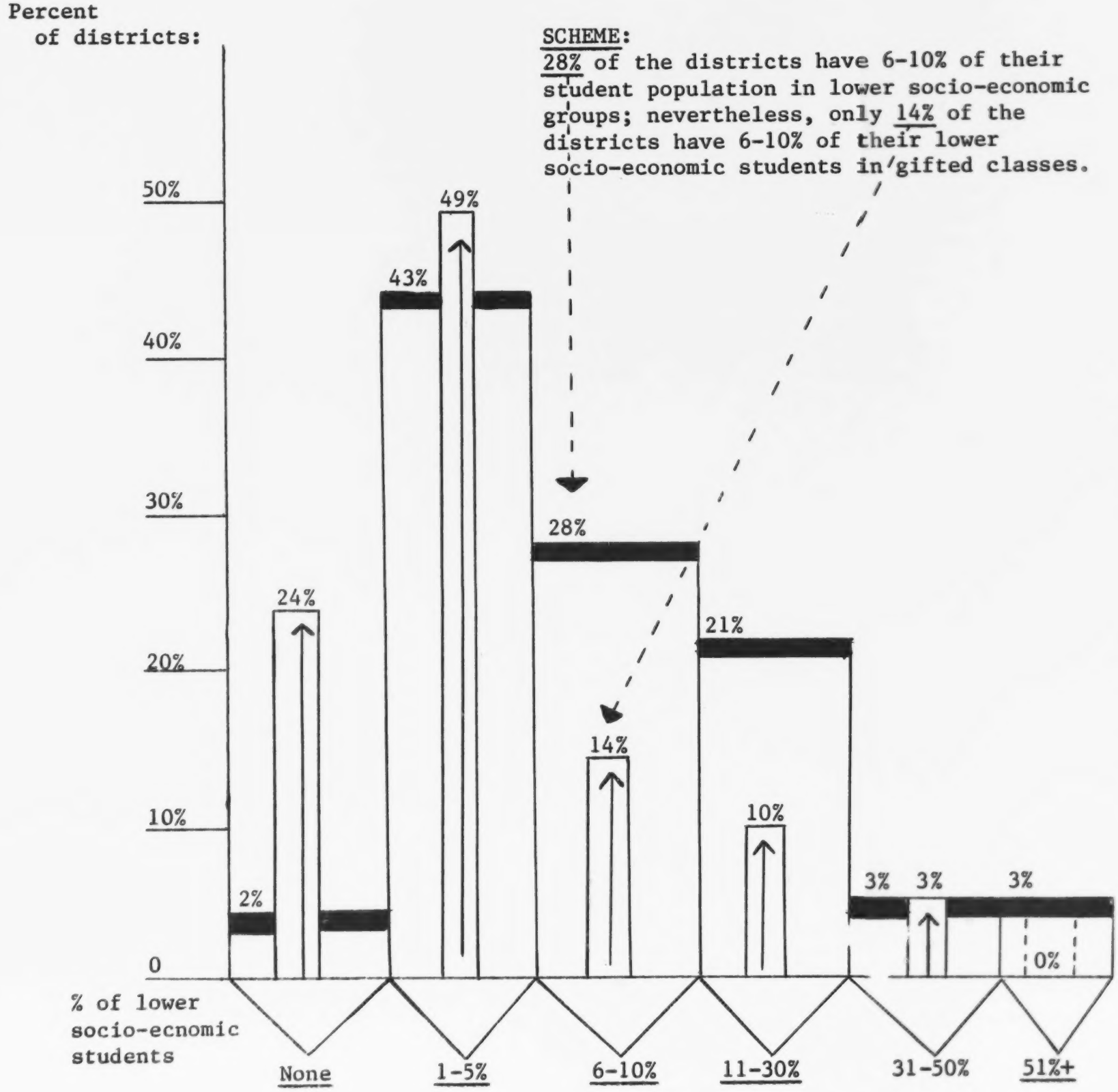


Figure 20. Percentage distribution of lower socio-economic students within districts' school population compared to percentage of lower socio-economic students in districts' Gifted Programs

VIII. PERSONNEL and ADMINISTRATION

In the reporting districts, 2633 teachers actually are teaching in gifted classes. In these gifted programs, the pupil-teacher ratio (excluding other personnel) is 20.5 to 1.

% of districts using:	10 20 30 40 50 60 70 80 90
a. No Formal Procedures	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 32% ΛΛΛΛΛΛΛΛΛΛΛΛΛ 28% ΨΨΨΨΨΨΨΨΨ 20%
b. Teacher Interest	≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡≡ 69% ΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛΛ 73% ΨΨΨΨΨΨΨΨΨ

one tenth use three. Although the use of special training criteria is encouraging, methods for teacher selection seem relatively weaker than student identification procedures- particularly since one half of the districts use only one or no criteria.

Figure 22 shows the percentage of districts using the various procedures for selecting teachers.

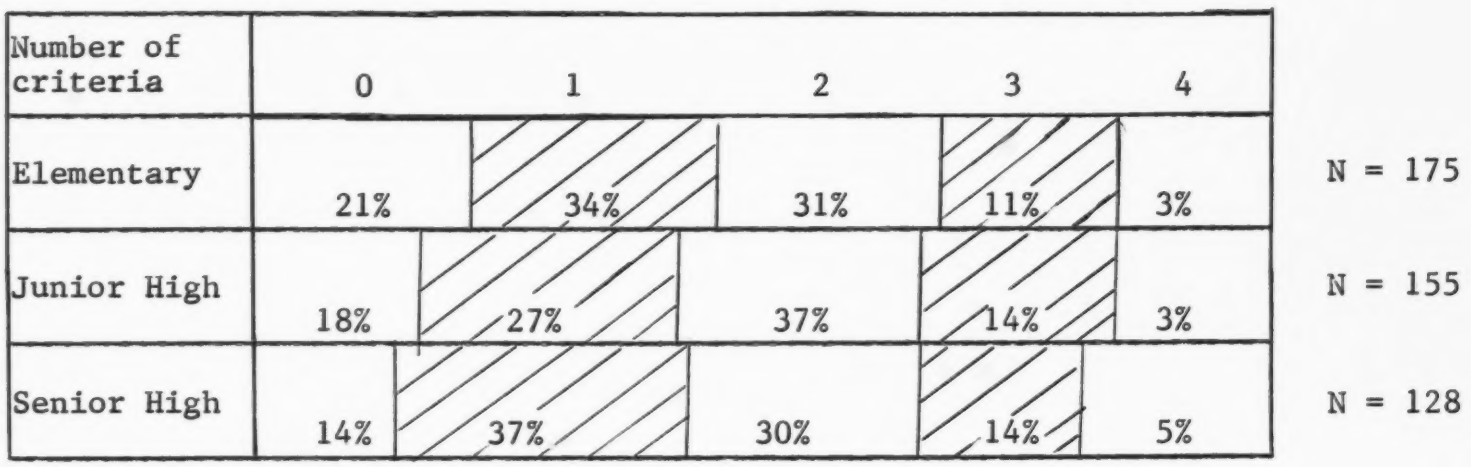


Figure 22. Number of Criteria used in Selecting Teachers

In these districts, the number of special personnel involved in the gifted programs averages 3.3. However, these personnel (counselors, psychologist, supervisor) do not work exclusively with the gifted programs and thus the 3.3 actually represents part-time involvement.

The Illinois Plan requires that each funded program have a director. In about 11% of these programs, the director functions full-time - a factor positively related to "superintendent satisfaction with the gifted program". (See page 11.)

Districts with full-time directors also are the larger districts. Their

in-service programs emphasize the special use of consultants; their student programs often are primarily concerned with language arts and social studies at the junior high school level. Inductive teaching and inquiry tend to be the basic methodologies. Special attention is paid to teacher selection. All these characteristics indicate that many of these districts are either demonstration centers or experimental centers.

In smaller districts, a part-time director is a superintendent or a principal. In most instances, part-time directors are line administrators and about 27% of the part-time directors have two or more other titles. Figure 23 illustrates the various positions that a part-time director may jointly hold.

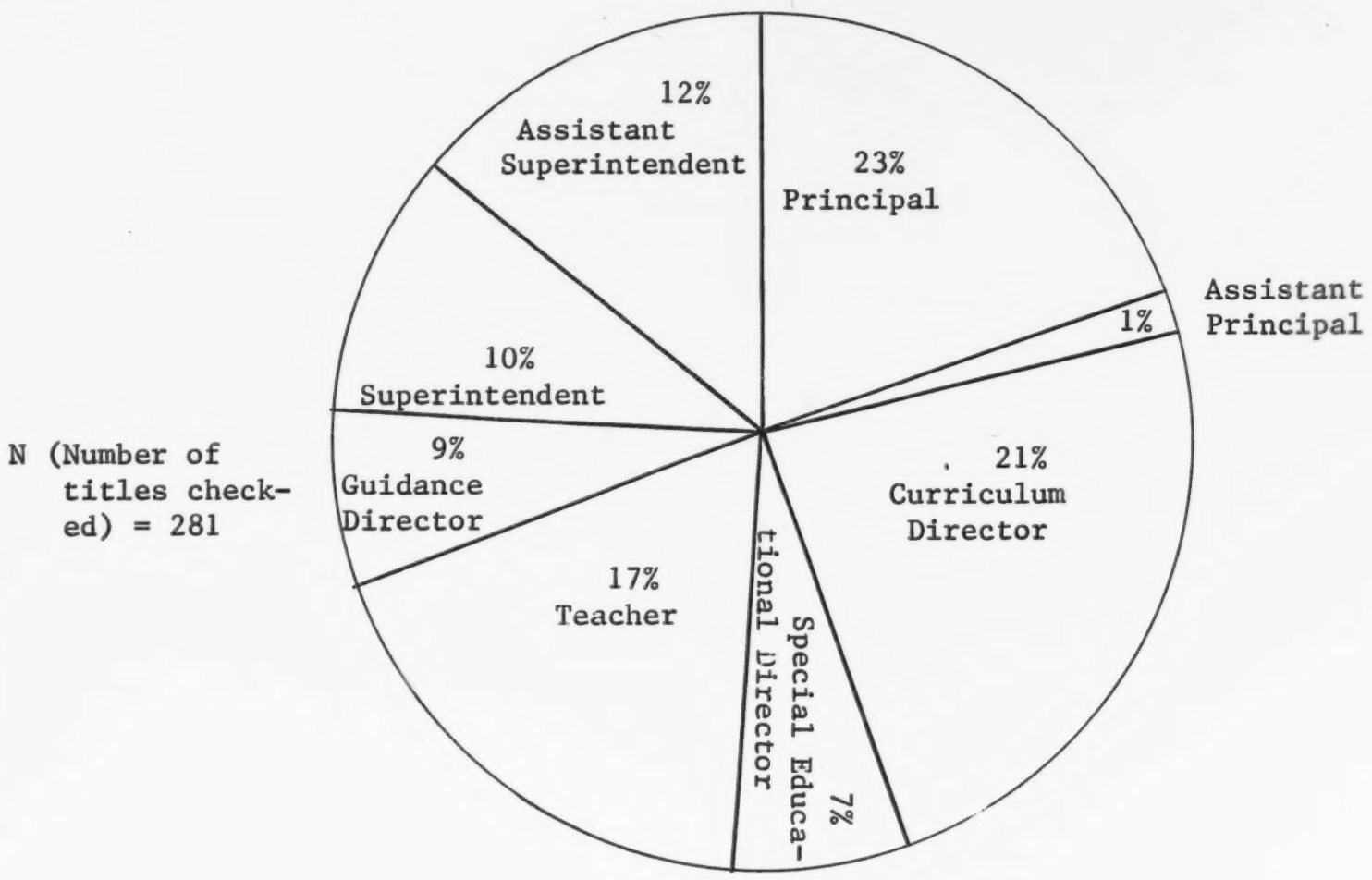


Figure 23. Titles of persons responsible for part-time direction of special provisions for or programs for gifted

Programs with part-time directors have the following characteristics: the district tends not to have teachers in training; teacher selection is not emphasized; and there is no valid evaluation design. Experimentation and teaching methods are not emphasized in in-service training; and there is less tendency for techniques originated in the gifted classes to be used in regular classes. State funds are not spent on personnel. In such districts, the superintendent is less satisfied.

All these characteristics point to a less active program and the director's understandably fragmented concern about attempting to develop and improve the program. Superintendents and principals simply have too many other duties and commitments.

For funding the operation of local gifted programs, the most popular source is the reimbursement section of the Illinois Plan. The local school board represents the second popular source. Figure 24 shows the percentage of districts receiving funds from these various sources.

% of districts receiving funds from:	10 20 30 40 50 60 70 80 90	
Experimental	XXX	6%
Reimbursement	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	96%
Demonstration	XXX	6%
Federal Funds	XXX	6%
School Board	XXXXXXXXXXXXXXXXXXXXXXXXXX	53%

N = 291

Figure 24. Sources of Funds for Gifted Programs

The funds are most often spent on materials, in-service training, and personnel services.

Figure 25 shows the percent of districts that attribute extra cost to areas not incorporated in their regular program.

% of districts that attribute extra cost to:	10 20 30 40 50 60 70 80 90 100	
In-service training for teachers	XXXXXXXXXXXXXXXXXXXXXXXXXXXX	63%
Materials	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	82%
Personnel Services	XXXXXXXXXXXXXXXXXXX	44%
Hiring of New Staff Members	XXXXX	15%
Consultant Fees	XXXXXXXXXX	28%
Other	XX	5%

N = 254

Figure 25. Cost beyond Regular Program

IX. EVALUATION DESIGNS

On the basis of instrumentation and design, the evaluation designs of only 15% (49 districts) of the reporting districts were considered valid. In formulating this opinion, very liberal standards were used.

In these districts, information most often collected for evaluation purposes consists of standardized tests and classroom observation. (Of course teacher-made tests also are used, but we have not included these in this analysis.) Unfortunately, that only a small number of districts successfully evaluate their programs seems to be true of any educational operation.

Those districts having valid evaluation designs fall into a certain pattern that a correlational analysis revealed. Apparently these districts- usually elementary- are experimenting with a pilot program. They particularly stress teacher training and teacher selection; special training usually determines the selection of teachers. These districts have a larger number of teachers in training; and in their in-service programs, they deal with methodology and various techniques of identification, including creativity tests. More evaluation data are collected. Also, the program is directed by either a full-time director or some one other than a superintendent or principal.

All this information about these programs would seem to indicate the careful piloting of a new program. The pattern closely approximates the original conception of the Illinois Plan for program improvement.

Except in these districts, however, evaluation continues to be a major weakness of the Illinois Plan- as indeed it seems to be the main flaw in every educational program.

S U P P L E M E N T

SURVEY FORM (see page 12)

Cover Letter

Cooperative Educational Research Laboratory, Inc.

Dear Sir:

The Cooperative Educational Research Laboratory, Inc. is conducting a survey of public schools in Illinois in order to determine the extent of special provisions for gifted students. ("Gifted students" are those whom the local district recognizes as being particularly academically or creatively talented.) Cooperation of local districts in completing the enclosed survey form is of utmost importance to the development of a complete and valid study that will enable the state to utilize its resources more effectively in providing help to local districts for the education of gifted children.

If the local district does not make special provisions for the gifted (i.e. special training, materials, methodologies, classes, etc.), please fill out only the first page of the form.

If the local district does make special provisions for the gifted, please ask the administrator most familiar with the gifted program to complete the form. The form is usually completed within 15 minutes.

Although the survey is being conducted for the Office of the Superintendent of Public Instruction, none of the information you give will be reported to the state or any other agency in any form that would identify its specific source. The information collected will in no way determine or affect any funds received by the local district from the state.

In order to make the survey results meaningful, the information requested on this form needs to be gathered from each school district in the state. Ultimately, the results obtained could specify the needs of local districts and provide a base for formulating plans to meet these needs. However, the significant information needed to achieve this purpose can be provided only by the local district personnel.

We thank you very much for your cooperation.

Sincerely,

Ernest R. House

Ernest R. House
Project Manager

April 12, 1968

Please return to:

Cooperative Educational
Research Laboratory, Inc.
Box 815
Northfield, Illinois 60093

SURVEY OF PROVISIONS FOR GIFTED

IN ILLINOIS

I. General

1. School District (Name and Number): _____

_____

2. Name of person filling out form: _____

3. Position: _____

4. Mailing Address: _____

_____ Telephone: _____

5. County: _____

6. Kind of district:

_____ a. Unit
_____ b. Elementary
_____ c. Secondary

7. How satisfied is your district superintendent with the current Illinois Plan for the Gifted?

_____ a. He is not familiar with it.
_____ b. He finds it inadequate.
_____ c. He finds it adequate
_____ d. He finds it very good.

Comments: _____

_____

_____

8. Does your district have special provisions (e.g. special teacher training, classes, materials, methodologies, etc.) for the gifted (whether affiliated with the Illinois Plan or not)?

_____ Yes

_____ No

If "yes," the administrator most familiar with the program should complete the survey form. If "no," do not complete form but return it, including this "general" information, to us.

TO BE COMPLETED BY ADMINISTRATOR MOST FAMILIAR WITH THE PROGRAM.

Many gifted programs around the state are <u>solely</u> involved with the training of administrators and teachers. If your program is one of these, many of the items in this survey will not apply. Would you indicate the nature of your program?

9. _____ a. <u>Solely</u> involved with the training of administrators and/or teachers.
   _____ b. Directly provides special materials, methods or classes for gifted students.
   _____ c. Both (a) and (b). Provides materials, etc., for students and training for administrators and/or teachers.

If any of the survey items does not apply to your program, please indicate by writing "N.A." for "Not Applicable."

An additional problem may arise where there are several distinctly different gifted programs in the same district. Although the items have been constructed to register differences in grade level and subject matter, they occasionally may inadequately describe your programs. In such cases, feel free to revise the item or write in the margins.

II. <u>Description of Teacher/Administrator Training Program</u> (If applicable)

10. The inservice training program is for:

   _____ a. Administrators
   _____ b. Teachers
   _____ c. Parents
   _____ d. Others (specify):_____

11. How many participants are involved in the training? _____

12. The training takes place:

   _____ a. Daily
   _____ b. Weekly
   _____ c. Monthly
   _____ d. Other (specify): _____

13. The content of the training centers around:

   _____ a. Research on the gifted child
   _____ b. Curriculum materials that could be used
   _____ c. Teaching methods (self-assessment, etc.)
   _____ d. Administrative arrangements (team teaching, grouping)
   _____ e. Special use of outside consultants (curriculum, evaluators)
   _____ f. Other (specify): _____

14. The typical activities carried on include:

_____ a. Visits to demonstration centers
_____ b. Reports on what has been viewed at demonstration centers
_____ c. Discussion of the research on gifted children
_____ d. Examination of your own present programs for the gifted
_____ e. Experimentation with materials or methods in the classroom
_____ f. Other (specify): _____

III. Description of Program for Students (If applicable)

15. In what subject areas do special provisions for the gifted involve differences in curriculum content? Indicate level.

Elem.	Jr.H.	Sr.H.	
_____	_____	_____	a. Language Arts
_____	_____	_____	b. Science
_____	_____	_____	c. Mathematics
_____	_____	_____	d. Social Studies
_____	_____	_____	e. Foreign Language
_____	_____	_____	f. Other (specify): _____

16. Identify any special material used. _____

_____

17. What administrative arrangements have you made in implementing your program? Indicate level for each administrative arrangement.

Elem.	Jr.H.	Sr.H.	
_____	_____	_____	a. No special arrangements
_____	_____	_____	b. Grouping in special classes
_____	_____	_____	c. Grouping in special schools
_____	_____	_____	d. Part-time grouping by interests
_____	_____	_____	e. Acceleration in individual subject content
_____	_____	_____	f. Grade skipping
_____	_____	_____	g. Early admissions to elementary school
_____	_____	_____	h. Early admission to college
_____	_____	_____	i. Team teaching
_____	_____	_____	j. Advanced placement
_____	_____	_____	k. Other (specify): _____

_____

18. What special methodology is used with the gifted? Check all that apply below. Indicate level.

Elem.	Jr.H.	Sr.H.	
_____	_____	_____	a. None
_____	_____	_____	b. Inductive teaching
_____	_____	_____	c. Individualized instruction
_____	_____	_____	d. Inquiry
_____	_____	_____	e. Independent study
_____	_____	_____	f. Other (specify): _____

19. Number of elementary schools in district having special programs for gifted _____

20. Number of junior high schools in district having special programs for gifted _____

21. Number of senior high schools in district having special programs for gifted _____

22. Total enrollment of elementary students in special programs for gifted children _____

23. Total enrollment of junior high students in special programs for gifted children _____

24. Total enrollment of senior high students in special programs for gifted children _____

25. How often are the techniques initiated in the gifted program used with students not identified as gifted? Indicate level.

Elem.	Jr.H.	Sr.H.	
_____	_____	_____	a. Seldom
_____	_____	_____	b. Often
_____	_____	_____	c. Regularly

26. What method is employed in identifying pupils as gifted? Indicate level.

Elem.	Jr.H.	Sr.H.	
_____	_____	_____	a. Group intelligence tests
_____	_____	_____	b. Group achievement tests
_____	_____	_____	c. Individual intelligence tests
_____	_____	_____	d. Teacher observation
_____	_____	_____	e. Pupil volunteers
_____	_____	_____	f. Previous school grades
_____	_____	_____	g. Creativity tests
_____	_____	_____	h. Rank order, e.g. top 30 or top 5%
_____	_____	_____	i. Other (specify): _____

_____

27. Please indicate tests, subtests, grade level, and the scores used as cutting points. Please report either I.Q.'s or percentile ranks.

Tests	Subtests	Level			Cutting Scores
		Elem.	Jr.H.	Sr.H.	
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

28. If ranking scores (e.g. top 30 or top 5%) are used, indicate areas and cut-off points being used, e.g. Area: English, Cut-off: top 5%, Level: Jr.H.

Areas	Cut-off Points	Level		
		Elem.	Jr.H.	Sr.H.
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____
_____	_____	____	____	____

29. What percent of all those <u>identified as gifted</u> in the local district is receiving a special kind of treatment? Indicate level.

Elem.	Jr.H.	Sr.H.		
____	____	____	a.	0% - 25%
____	____	____	b.	26% - 50%
____	____	____	c.	51% - 75%
____	____	____	d.	76% - 100%

30. What percent of the <u>total school population</u> is from the lower socio-economic groups? Use Title I figures if available.

____ a. None
____ b. 1% - 5%
____ c. 6% - 10%
____ d. 11% - 30%
____ e. 31% - 50%
____ f. Over 50%

31. What percent of those from lower socio-economic groups is enrolled in special gifted programs?

____ a. None
____ b. 1% - 5%
____ c. 6% - 10%
____ d. 11% - 30%
____ e. 31% - 50%
____ f. Over 50%

IV. <u>Administration and Personnel</u>

32. Costs for provisions for gifted are funded by:

____ a. The Illinois Plan for Gifted: Experimental
____ b. The Illinois Plan for Gifted: Reimbursement
____ c. The Illinois Plan for Gifted: Demonstration
____ d. Federal funds
____ e. School board
____ f. No additional funds are needed
____ g. Other (specify): _____

33. Was your program in effect before receiving funds from the state?

_____ a. Yes
_____ b. No
_____ c. Partially

34. Cost beyond regular program can be attributed to:

_____ a. In-service training of teachers
_____ b. Materials
_____ c. Personnel services
_____ d. Hiring of new staff members
_____ e. Consultant fees
_____ f. Other (specify): _____

35. What are factors blocking further development of the program?

_____ a. Program is not blocked
_____ b. Lack of knowledge
_____ c. Lack of consultant help
_____ d. Lack of funds
_____ e. Lack of support from teaching staff
_____ f. Lack of administrative support
_____ g. Lack of personnel
_____ h. Other (specify): _____

_____

_____

36. What characteristics and methods are considered in selecting teachers for gifted programs? Indicate level.

Elem.	Jr.H.	Sr.H.		
_____	_____	_____	a.	No formal procedures
_____	_____	_____	b.	Teacher interest
_____	_____	_____	c.	Special training in content or gifted area
_____	_____	_____	d.	Number of years in teaching
_____	_____	_____	e.	Intelligence of teacher
_____	_____	_____	f.	Other (specify): _____

_____

_____

37. What is the name of the person actively and immediately in charge of special provisions or programs for gifted?

Name: _____
(last) (first) (initial)

Check all titles that the above named person holds:

Title:
_____ a. Superintendent
_____ b. Assistant Superintendent
_____ c. Principal
_____ d. Assistant Principal
_____ e. Curriculum Director
_____ f. Special Education Director
_____ g. Teacher
_____ h. Guidance Director
_____ i. Demonstration Director
_____ j. Reimbursement Director
_____ k. Experimental Director
_____ l. Other (specify): _____

38. How many teachers are teaching in the program? _____

39. Does the program have a full-time administrator?

_____ Yes

_____ No

40. Specify any other personnel involved:

Type _____

Number _____

V. Evaluation

41. What kinds of data do you collect for evaluation purposes?

_____ a. Standardized achievement tests
_____ b. Personality inventories
_____ c. Attitude inventories
_____ d. Classroom observation
_____ e. Teacher-made tests
_____ f. Other (specify): _____

_____

42. Please specify instruments and designs you use for evaluation:

_____

_____

_____

_____

43. How do you <u>use</u> this data to make decisions about your program? Please be specific. If possible, give examples.

_____

_____

_____

_____

_____

_____

_____

44. Would you or someone in your district be interested in a two-day seminar in evaluation?

_____ Yes

_____ No